

Icebreakers

courtesy of Katie Sutton

I Love Everybody Who

This is a name game is "I love everybody who". It focuses on finding similarities between each other that might not come up in ordinary conversation. Here's how it goes: the students get into a circle and take turns giving their names. One starts with the ball. That student should make the statement "I love everybody who..." and complete it with something that is true about him/herself. For example: "I love everybody who reads the Harry Potter series" or "I love everybody who can't stand to eat PB + J for lunch". All of the students who also share that quality raise their hand and the person holding the ball selects one and shouts "Hey [name], it's your turn", that person catches the ball and thanks the sender by name as well. A few rounds of this is usually pretty funny and effective. The teacher could tie this into the text by hinting that Zane gets stuck in a group with a bunch of people he doesn't know well and they find some interesting similarities about themselves as well. This, of course, lends itself to a comparison activity at that point in the story.

How much do you use?

This could tie into the idea of needing supplies in a survival situation. The students like it because its silly. The teacher hands out a roll of toilet paper and tells each student to take as many sheets as they like (some people like to say as many as you use), the teacher should not tell the students the purpose of the count otherwise it affects their choice of sheets. Once everyone has their sheets, the teacher should tell the students that they must tell the class an interesting fact about themselves for each sheet of toilet paper they selected. There is always one joker who takes a whole lot, I like to save him/her for last because its a great laugh.

Human Spectrum Game

It helps the students get comfortable sharing their opinions and gives an opportunity to set expectations for class discussions. The teacher preps a number of statements and tells the students that they should answer using their bodies. The teacher should designate one end of the room as agree and one as disagree. As the teacher reads each statement, the students should consider their opinions on it and place their bodies to the corresponding point on the spectrum. Statements for this text could be something like "I would love to bring my pet on vacation" or "my family history is important to me." The teacher should select a few students each round to share the reasoning behind their placements on the spectrum.